

Title II of the Higher Education Act Intuitiional Report

APPENDIX C

Annual Institutional Questionnaire on Teacher Preparation:

Academic year: 2000-2001

Office of Postsecondary Education, U.S. Department of Education

Report Year 2: (Fall 2000, Winter, 2001, Summer 2001)

Institution name:	Washington University – Saint Louis		
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Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program

<i>Table C-1</i>	<i>HEA - Title II 2000-2001 Academic Year</i>	
Institution Name	Washington University - Saint Louis	
Institution Code	6929	
State	Missouri	
Report Year 2: (Fall 2000, Winter, 2001, Summer 2001) 7, 2002		Web Report October

Number of Program Completers Submitted	31						
Number of Program Completers found, matched, and used in passing rate Calculations¹	26				Statewide		
<i>Type of Assessment</i>	<i>Assessment Code Number</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment</i>	<i>Number Passing Assessment</i>	<i>Statewide Pass Rate</i>
Professional Knowledge							
Academic Content Areas							
Biology: Content Knowledge, Part 1	231	1			66	65	98%
Chemistry: Content Knowledge	241	1			15	14	93%
Elem Edu: Curriculum, Instruction, and Assessment	011	11	11	100%	1615	1536	95%
German: Content Knowledge	181	1			2		
Mathematics: Content Knowledge	061	4			105	91	87%
Physics: Content Knowledge	261	1			4		
Spanish: Content Knowledge	191	1			33	28	85%
Other Content Areas							
Teaching Special Populations							
Special Education	350	6			196	196	100%

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program						
Table C-2	HEA - Title II 2000-2001 Academic Year					
Institution Name	Washington University - Saint Louis					
Institution Code	6929					
State	Missouri					
Number of Program Completers Submitted	31					
Number of Program Completers found, matched, and used in passing rate Calculations¹	26				Statewide	
<i>Type of Assessment²</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment³</i>	<i>Number Passing Assessment⁴</i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge				53	53	100%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	20	20	100%	3086	2929	95%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)				165	164	99%

Aggregate - Teaching Special Populations (Special Education, ELS, etc.)	6			309	307	99%
Aggregate - Performance Assessments						
Summary Totals and Pass Rates⁵	26	26	100%	3612	3452	96%

¹The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

²Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

³Number of completers who took one or more tests in a category and within their area of specialization.

⁴Number who passed all tests they took in a category and within their area of specialization.

⁵Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

Section II. Program information.

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2000-2001, including all areas of specialization.

1. Total number of students enrolled during 2000-2001: **94**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2000-2001: **33**

3. Please provide the numbers of supervising faculty who were:

5 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

5 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

4 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2000-2001: **14**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **2.4:1**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **40** hours. The total number of weeks of supervised student teaching required is **10**. The total number of hours required is **400** hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

☒ Yes ☐ No

7. Is your teacher preparation program currently under a designation as “low-performing” by the state (as per section 208 (a) of the HEA of 1998)? ☐ Yes ☒ No

NOTE: See appendix A of the guide for the legislative language referring to “low-performing” programs.

Section III. Contextual information (optional).

A. Please use this space to provide any additional information that describes your teacher preparation program(s).

Washington University, nationally recognized for excellence in teaching and research, is committed to preparing teachers as agents of change and public intellectuals. This goal reflects our twin commitments to teachers as inquirers and facilitators of social justice. To achieve this goal teacher education programs at Washington University prepare teachers to work with all students. We view this as complex work. Meeting the challenges involved in preparing teachers for a diverse society requires collaboration among all faculty (university and school based) well grounded in research, theory and practice. Those faculty members engage students in instruction and experiences to result in teacher candidates who can:

- Tap funds of knowledge from their students and the local community and learn how to transform this knowledge for pedagogical use.
- Critique and disturb traditional power/knowledge relations that may reify gender, class and race inequalities in their classrooms and beyond.
- Inquire into, self-assess and modify their own instructional practice; consider the influence of their practice on students’ growth and learning; and analyze the complex interaction between instructional practice and student development.

Ways in which we do this include concurrent course and field work, minimum three school field experiences, required action research, video analysis, and student/faculty collaborative work with teachers in partner schools. Field placements are grouped for peer support/ feedback and university supervisors observe student teachers and meet weekly with student and cooperating teachers.

Situated in the center of the metropolitan St. Louis area, we make field placements in both urban and suburban settings. Education faculty further their own education and advance this work by participating in a variety of projects and activities with teachers and administrators in our four elementary and secondary partner schools.

Washington University teacher education programs are housed in the Department of Education in the College of Arts and Sciences and prepare elementary, middle school and secondary teachers. Having teacher education in the College of Arts and Sciences facilitates close collaboration between Education faculty and Arts and Sciences colleagues to develop content area majors that inform K-12 teaching. All teacher education majors are required to double major in a content field and in education with the result that they are exposed to the best and most recent thinking about their fields of study.

This approach appears to be successful as 90% of our 1999-2000 and 77% of our 2000-2001 teacher education program completers are teaching in K-12 schools and 97.5% of our 99-00 completers and 90% of our 00-01 completers are teaching or doing research in some educational setting.

B. Missouri has asked each institution to include at least the following information.

1. Institution Mission

Washington University’s educational mission is the promotion of learning – learning by students and by faculty. Teaching or the transmission of knowledge, is central to our mission, as is research or the creation of new knowledge. The faculty, composed of scholars, scientists, artists, and members of the learned professions, serves society by teaching; by adding to the store of human art, understanding and wisdom; and by providing direct services such as health care.

Our goals are to foster excellence in our teaching, research, scholarship and service; to prepare students with the attitudes, skills, and habits of lifelong learning and with leadership skills, enabling them to be useful members of a global society; and to be an exemplary institution in our home community of St. Louis, as well as in the nation and in the world.

Through our goals Washington University intends to judge itself by the most demanding standards; to attract people of great ability from all types of backgrounds; to encourage faculty and students to be bold, independent, and creative thinkers; and to provide the infrastructure to support teaching, research, scholarship, and service for the current and for future generations. (Washington University Bulletin, 2000-2002, p. 3)

2. Educational Philosophy

Washington University teacher education programs ask teacher candidates to examine and change their own biases as well as the institutional structures that act as obstacles to student learning. We believe that schools are complex social settings that require a collaborative effort to create a successful learning environment. Within these environments teachers must connect the rigor of content to the lived experience of their students. In these ways teachers change the lives of children.

Our teacher education programs are built upon these beliefs and work toward these program goals:

- Teacher education graduates are committed to equitable and just education for all students.
- Teacher education graduates know the subjects they teach well and how to teach.
- Teacher education graduates enact the role of teacher as inquirer.

Thus teachers prepared at Washington University act on the belief that all students can learn and use a variety of strategies to promote the development of critical thinking, problem solving and performance capabilities of all students. They have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines and applied to real-world settings. Finally, teachers prepared at Washington University understand histories of participation and critically examine their language and practice. As active members of learning communities, they seek to expand their repertoire, deepen their knowledge, sharpen their judgment, and conduct research in classrooms and communities to better support the educative experiences of their students.

3. Conceptual Frameworks

During the 2001-2002 academic year Washington University Department of Education faculty began a review of our teacher education philosophy and conceptual framework. It is likely that the conceptual framework will be revised as a result of those discussions but the work has not reached that stage yet. Our existing conceptual framework is not inconsistent with the work we continue to do even as our Department and our programs change and thus a synopsis of the current conceptual framework is provided here.

Believing that teachers need to have the capacity and the inclination to be life-long learners who continually inquire into the content they teach and the multiple dimensions of their professional work, Washington University Education faculty have designed our teacher education programs around the image of the teacher as inquirer.

Teacher educators have a serious responsibility to design preparation programs that are both responsive to the realities of schooling in a changing social context as well as visionary in their quest for creating more engaging and effective learning environments for all students. Teaching has always been an uncertain and dynamic endeavor, one of those “situations of practice” (Schon, 1987) only partially amenable to technical reality. However, in the 21st century we are surrounded by dramatic changes in the social order and student and parent populations, and by pervasive attempts to change the structures of schools and teacher education institutions as well as the roles of all key stakeholders in the educational process. Tensions, dilemmas, and questions for which there are no easy answers pervade the Education field. Under these circumstances, teachers need to be steeped in the enduring concepts, theories, and philosophies that define the field of Education, to be

knowledgeable about the most current research that continually redefines our discipline, and to be skilled consumers and producers of new knowledge as part of their daily work. At the same time, they must understand that the inquiry they pursue and the decisions they make are value-laden as well as knowledge-driven, and they must have the analytical capacity to choose between competing alternatives with sound rationales.

The teacher as inquirer image addresses both the longstanding and contemporary challenges of the teaching profession. We prepare teachers to raise questions about the way schools are organized, the way that students of different backgrounds and abilities learn, the knowledge and skills that are important and meaningful to their students, and the ways in which they teach. We do not want our teachers to accept schools and classrooms as they currently exist; rather we want them to have the skills, knowledge and inclination to find ways to create more effective learning environments for all students. Inquiry-oriented teachers are thoughtful consumers of the research that bears on the questions and challenges they confront, but they are also teachers who can conduct inquiry in their own classrooms, using the methods of action research. As question-asking and problem-solving individuals, they model for their own students the strategies and satisfactions of learning through personal inquiry.

4. Program completers who teach in the private schools and out of state

Private Schools:	4
Out-of-State:	16